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ABSTRACT

Designed for instructors in the Delta College Parent Awareness Program, this manual provides information on the program, its students, and appropriate instructional techniques. Introductory material describes the Parent Awareness Program designed for parents and family members of persons with mental retardation, cerebal palsy, epilepsy, autism, and learning disabilities. Next, an overview of the program is presented, covering its history and philosophy, the need for programs for parents of developmentally disabled children, the job responsibilities of field instructors, and the curriculum manuals prepared for the program. Following a description of procedures used to develop community support and recruit parents, a discussion is presented of instructional considerations related to parental stages of acceptance, adult learning theory, and the establishment of a participative environment. The next section suggests appropriate instructional techniques, discussing methods of presentation; the use of ice breakers, warm-ups, and games; how to obtain feedback and promote interaction through communication techniques; and how to deal with problems in a group. The final sections present lists of instructional materials, recommended readings, and other resources, along with sample forms and instructor contracts. (LAL)

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* * * INSTRUCTOR MANUAL * * *

UNEDITED

PARENT AWARENESS PROGRAM

Program For Parents/Families of
Developmentally Disabled Children, Adolescents, and Adults

1984 - 1985

PROGRAM STAFF

DIRECTOR	JULIE VANDERMEL-TACK
ASSISTANT DIRECTOR/CURRICULUM DEVELOPMENT SPECIALIST	MARCIA NUNN
COMMUNITY OUTREACH SPECIALIST	SUSAN HOMBURGER
ADMINISTRATIVE SECRETARY	FAY PELTON
SENIOR SECRETARY	EMILY HEIL

DELTA COLLEGE

ALLIED HEALTH-COMMUNITY AFFAIRS
UNIVERSITY CENTER, MICHIGAN 48710

(517) 686-9539

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INTRODUCTION

* * *

The Delta College Parent Awareness Program is a project funded through the Developmental Disabilities Council in Lansing, Michigan. (See History on page 3).

The program is for parents and family members of persons with mental retardation, cerebral palsy, epilepsy, autism, and learning disabilities.

This year (1984-85) programs will be made available in the following counties:

20 Contact-Hour Programs

Eastern Region

Monroe County
Genesee County
Gratiot County
Clare/Mecosta/Osceola Counties

Northern Region

Antrim/Kalkaska Counties
Luce County
Baraga/Ontonagon/Houghton/Keweenaw Counties

Western Region

Newaygo County
Kent County
Kalamazoo County

12 Contact-Hour Programs

Eastern Region

Clinton/Eaton/Ingham Counties
Isabella County
Huron/Sanilac/Tuscola Counties
Bay/Saginaw/Midland Counties

Western Region

Montcalm County
Calhoun County
Branch County

Metro Region

St. Clair County

See detailed map on page 6.

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Written by Julie Vander Mel-Tack

Program Director

Contributions by:

Marcia Nunn, Curriculum Development Specialist
Dave Parcell, Instructor/Course Coordinator

DELTA COLLEGE

PARENT AWARENESS PROGRAM

AFFILIATION WITH DELTA COLLEGE

Delta College is a community college serving Saginaw, Bay, and Midland Counties in the east-central portion of the state of Michigan. Residing in the district are approximately 450,000 people, including communities of approximately 100,000, 70,000, and 45,000 residents. Total headcount at the college is approximately 13,000, with full-time equated students numbering about 7,000. The campus was opened in 1961, and two major additions have opened since Fall, 1978.

The major funding for the Parent Awareness Program is provided by federal funds dispersed through the Developmental Disabilities Council (Michigan Department of Mental Health) in Lansing. Delta College provides support through in-kind matching for office facilities and technical assistance.

The Parent Awareness Program is located in the West Concourse of Delta College and, during the past four years, has grown from a two-person project grant in 1980, to a five-person grant in 1984.

HISTORY OF THE PARENT AWARENESS PROGRAM

The original program for families of developmentally disabled children was awarded to Delta College Allied Health Division, Office of Community Affairs, in 1980. The purpose of the program was to assist parents in the care of their disabled child and to improve their own well being and the well being of other family members. In this initial year (1980-81), the target population was parents newly made aware of their child's developmental disability (five years of age and under). The Delta staff serviced twenty-seven families within a fourteen-county catchment area.

The second year (1981-82) of the project targeted parents of developmentally disabled children under three years of age. In addition to the 22 participating families meeting the criteria, 20 families attended with children over three and expressed needs related to services, behavior, and other specific concerns.

The project expanded in the third year (1982-83) to include parents of all aged persons with developmental disabilities. Specific topic areas were developed in accordance with the direct feedback provided by participating families. This program provided eight communities with 30 contact-hours of information and reached approximately 99 families with special needs.

In the spring of 1983 the Michigan Department of Mental Health (Developmental Disabilities Council) requested that the program staff write a proposal to disseminate the Parent Awareness Program throughout the state. During the 1983-84 year the project hired 16 field instructors to conduct individualized programs in local communities. Three additional counties in the state received one day workshops. Approximately 650 families participated in these Parent Awareness activities. (see map on page 6)

As both the number of program sites and participants have increased, the mode of presentation has changed to allow for greater flexibility to fulfill community needs. In the 1984-85 grant year, with revised and updated curriculum, the Parent Awareness Program will offer two program options. The first program option will be a 20 contact-hour comprehensive format covering three topic areas: 1) Developmental Disabilities (mental retardation, cerebral palsy, autism, learning disabilities, and epilepsy),

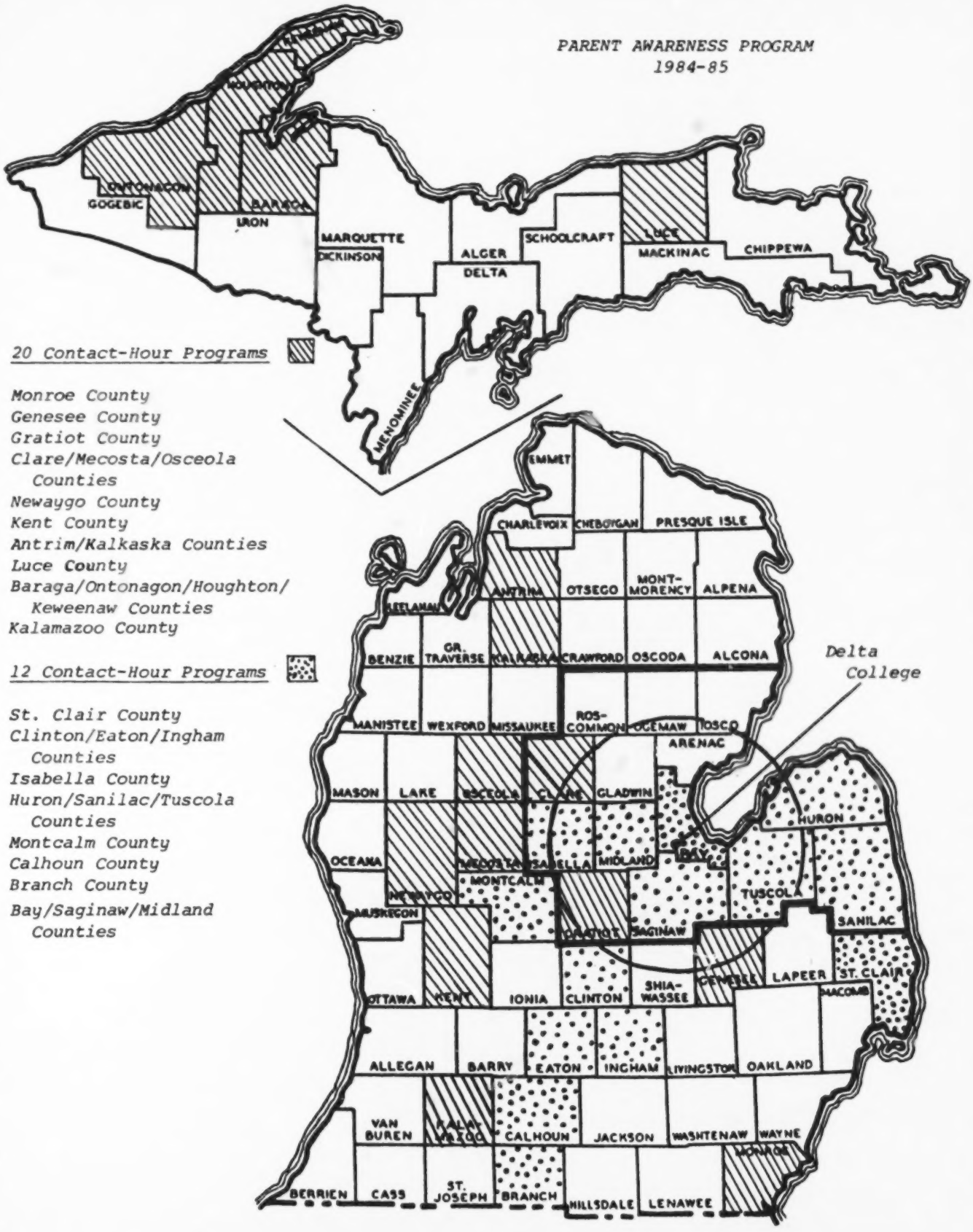
2) Parenting Skills, and 3) Lifetime Planning. The second program option will be a 12 contact-hour program which will present in-depth information on one of the three topic areas.

The information will be available in the form of four curriculum manuals: Developmental Disabilities, Parenting Skills, Lifetime Planning, and Terminology, plus a training manual for field instructors. This form of packaging of information will allow for persons interested in the materials to purchase them for a cost of reproduction and handling.

In the eighteen communities targeted for services during the 1984-85 grant year (see map on page 7), as in previous years, emphasis will be placed on tailoring the program to meet the specific needs of the parents in each community. To encourage participation in the "Parent Awareness" program, the Delta College staff works in cooperation with local school and human service agencies to distribute initial fliers about the program to families whose son or daughter receives special services. Following an initial program meeting, weekly postcards will be mailed directly to the participants to remind them of each successive meeting. We also encourage the local field instructor to include local service providers in the delivery of the program information.

The success of the Delta program has been dependent on not only these stated strengths, but also the constant updating of materials and incorporation of feedback from community instructors and, most importantly, from the parents.

PARENT AWARENESS PROGRAM
1984-85



20 Contact-Hour Programs

Monroe County
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12 Contact-Hour Programs

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Clinton/Eaton/Ingham Counties
Isabella County
Huron/Sanilac/Tuscola Counties
Montcalm County
Calhoun County
Branch County
Bay/Saginaw/Midland Counties

PARENT AWARENESS PROGRAM PHILOSOPHY

This program is designed to provide practical information to parents, legal guardians, family members, and other caring individuals who are seeking to build skills which will benefit the developmentally disabled person in their lives. The program provides these individuals with information concerning developmental disabilities, knowledge of services available in their community, special parenting skills that facilitate the growth and development of the developmentally disabled person, and alternatives for lifetime planning considerations.

Special concerns expressed by parents/families considered when implementing this program were: a knowledge of professional terminology and jargon commonly used by doctors, educators, psychologists, etc.; an awareness of the developmentally disabled person's limitations as well as their potential abilities; a knowledge of behaviors the developmentally disabled person will outgrow and behaviors that can be expected to continue; an awareness of good reading material to help them acquire as much relevant information as possible; the importance of some form of respite care to enhance parents' growth as unique individuals apart from their child; and knowledge of the importance of interaction with other parents of developmentally disabled persons through support groups in their community.

The overall "Parent Awareness" program philosophy is based upon the assumption that parents can make excellent partners in planning and implementing their son or daughter's education and programming. The parents, family members and legal guardians that have a developmentally disabled person in their lives are the one group of people

who maintain a constant relationship, over a period of time, and see a developmentally disabled individual in a variety of settings, activities, and time frames. This long term caring relationship combined with knowledge of rehabilitation techniques, developmental and behavioral theories, and professional terminology can be a powerful factor in paving the way to advancement for persons with developmental disabilities. The staff is dedicated to the premise that parents and family members deserve clear, up-to-date information on all the various topics related to their son/daughter's disability and this information must be presented in a manner that is usable, professionally compiled and available to the parents at the stages of their life when they find it necessary.

A second philosophy of the "Parent Awareness" program is the firm conviction that when designing an informational program for parents, legal guardians and family member of the developmentally disabled, the best course of action is to survey families through the intermediate school district and the community mental health to determine informational needs and appropriate times and locations for the program.

The "Parent Awareness" program materials, recruitment and presentation techniques were all developed from feedback over a four year time span.

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NEED FOR PROGRAMS FOR PARENTS OF DEVELOPMENTALLY DISABLED CHILDREN

In August of 1983, the National Information Center for Handicapped Children and Youth, sponsored a "National Parent Group Round Table" in Washington, D.C. These leaders in the nation made the following statements concerning the information needs of families:

> "Families with handicapped children constantly need information throughout the life cycle of the children. Much research has been conducted on how to make information maximally useful. We have learned that the transfer of information should be carried out by, or direct the receiver to, a person who can help interpret it or expand upon it with additional information. In addition, information must be available when there is a need for it and it must be presented in an attractive and understandable way."

Topics identified for families of the developmentally disabled in the Michigan Public Mental Health Manual (Section III) are as follows:

1. Skills for working with the developmentally disabled person to improve his/her level of self-care, communication skills, ambulation/mobility or sensory/motor, and adaptive physical functioning.
2. Skills to improve the developmentally disabled person's social interaction and self control by instilling positive behaviors and eliminating behaviors which are socially disruptive.

3. Information on subjects such as child development, developmental disabilities, health maintenance, and other topics related to the care of the disabled person.

The "Parent Awareness" program strives to present up-to-date information on the topics indicated above and to present it in a form which families can apply immediately to their daily life.

The research completed with parents who have participated in the "Parent Awareness" program revealed that the program does have a positive effect on both the parent and the child. We found that parents made more extensive and intensive use of services available to them, became more active in agency activities, and became more active in the child's education and habilitation programs. In addition, 90 percent of the parents reported improved behavior and skill acquisition in their disabled child.

Information on Parent Programs gathered by the "Parent Awareness" grant

Demographic information from the past year indicates that the parents who have attended the "Parent Awareness" program during the passed year have represented developmentally disabled persons in the age range of three to seventeen. The largest disability group represented was mental retardation with a school diagnosis of Trainable Mentally Impaired, followed by Severely Mentally Impaired and then Mildly Mentally Impaired. The other group most widely attending the program was parents of individuals who had cerebral palsy. The group will vary according to area. It should be noted that parents/family members of all the disability groups from the entire age range, have attended the program. The "Parent Awareness" instructor needs to attend to the composition of his particular group. The program must be

tailored to the needs as expressed by the group in attendance. The instructor should note that our statistics indicate that the average group size is 32 over a ten-week period. The instructor may also note that if 15 family members attend the first evening of the program, the group will gain fifteen new members throughout the course of the following ten weeks (the term ten weeks is used due to the fact that the program staff has gathered the majority of statistics from a program with a twenty contact - ten-week format). Approximately one-half of your "Parent Awareness" group will be attending one, two or three classes to gain only specific information regarding their son/daughter. This is why distribution of the initial program advertising with an outline of topics and which evening they will be presented on is so crutial to the program. Parents, like any adult learner, are faced with many other responsibilities, are interested in gaining specific information and if they do not receive the information they attended the program for they will not return. The group size will vary according to the weather, extent of advertisement and topic which is being presented. The smallest group is approximately 6-7 and the largest group is 120. Large groups may not meet the needs of individual participants and it is suggested that more frequent use of small group discussion techniques is made with groups over 15. One of the most frequently asked questions from professionals is why the "Parent Awareness" program is not offered to a group of families with similar disabilities or age ranges, the answer to this is twofold. The first is an extremely small number of participants. The "Parent Awareness" program has been offered for parents with children 0-3 and 0-5 years of age. The

program also has been offered only for families of the learning disabled. The second and most important reason is that adult learners, specifically parents and family members, are rich with experiences to share with other members. The older parent may have worked through a problem that a younger parent is just beginning to face and may be able to offer creative solutions, the parent of an infant or toddler may be wondering just what to expect in 20 years from their son/daughter. Although no two situations are exactly the same, it is the instructors role to point out similarities and add to the pool of possible solutions without letting one group member's problem dominate an entire two hour session. The diversity of the group is most certainly a challenge for the instructor, but others who have lead this group find that parents are very willing to share information, feelings and experiences which have general and specific meaning to others in the group.

The length and time span of the program is another frequently asked question by professionals. Feedback from parents and others attending the program was adequate for the materials covered. The ideal length of training as indicated by statistics is six weeks. The overview program lends itself to ten weeks due to the large amount of materials presented. The time most preferred is from 7-9 p.m., on a weeknight to allow for working mothers and fathers to spend some time at home before traveling to the program. It should be noted that not enough data has been gathered on a Saturday program to either suggest or discourage this day. The high number of males represented in the program does indicate that fathers are interested in attending a program which accommodates their work schedule. An additional format of 8 weeks for 2½ hours has been

piloted in rural areas where families must travel long distances (up to one hour) a fewer number of times. This model seemed appropriate to those groups. A fifteen week model which was widely used at the beginning of the "Parent Awareness" grant was deemed too long by families and the program staff noted a decline in program attendance during the last five weeks of the program, thus a ten week program format evolved. Whenever possible the program should be offered on consecutive weeks without interruption. The program staff noticed a drop in attendance following one evening missed for holiday or other special event. Also, consideration must be given to those persons who elect to attend only those sessions which were advertised on specific dates. The field instructor should, however, be prepared to follow the dictates of their local school district when determining rather to postpone the program due to inclement weather. Attendance statistics collected from groups which continued past the end of the school year indicated a large drop in attendance during June and July. The project has, by the large, conducted the program during the school year, and particularly avoids the end of the school year.

The site of the "Parent Awareness" program has always been barrier free and accessible, at a centrally located spot that is comfortable to potential attendees. Specific information regarding selection of a room is as follows:

- A centrally located, public building which is barrier free and accessible.
- A building which families feel comfortable entering (NOTE: In some communities, school buildings or mental health buildings are seen as negative, community centers or libraries tend to be more neutral).

- A room with electrical outlets to allow for the use of audio-visual equipment.
- A room with a table (circular or rectangular) which increases sharing and informality for the group. (32 is the average group size.)
- Windows with blinds or curtains which allow for the use of audio-visuals.
- A location free of charge to local community groups.

Professionals and parents have questioned the use of churches and private homes for conducting parent programs. These locations may be appropriate, however, due to Federal funding the program has adhered to conducting programs at locations which meet the prescribed criteria outlined above.

The "Parent Awareness" field instructor is the most crutial single factor in the success of the program. The program has always employed persons according to affirmative action, equal opportunity procedures as prescribed by our Federal Grant and Delta College. Field instructors are considered off campus area professionals by Delta College and must adhere to College procedures when applying for the position. The field instructor's packet contains all of the information necessary for hire by Delta College Parent Awareness staff. Instructors receiving payment for conducting the program in target counties are asked to sign a contract on the Saturday that they are trained. Many parents have been interested in being instructors for our program. A parent may be contracted as an instructor only if he/she meets the qualifications as prescribed in the field instructors job description, which is located on page . The field instructor must have a variety of experiences with the various disabilities and age ranges. Parents who have attended the "Parent Awareness" program have given primarily positive feedback regarding the instructors who have been selected and felt that they seemed genuinely concerned about their needs. Field instructors have

been criticized for not sticking to the topic advertised, using exclusively a lecture format, excessive use of speakers or films, not allowing time for parent discussion, reading directly from materials provided, and overuse of technical jargon. Sections three and four, "Considerations for Presentation of the "Parent Awareness Program," and "Techniques for Leading Groups," outline considerations and techniques for program presentation which will make your program one that is positively evaluated and attended by parents and family members.

FIELD INSTRUCTOR - PARENT AWARENESS PROGRAM

Parent Awareness: A Statewide Dissemination
of a Program for Parents of
Developmentally Disabled Persons

Responsibilities:

Provide local assistance to the Parent Awareness staff in establishing local sites, conducting meetings, collecting data from a 20 contact hour or a 12 contact hour program for families and/or legal guardians of Developmentally Disabled children, adolescents, and adults.

Specific Accountabilities:

1. Attend one 6 to 8 hour Instructor Training Workshop.

2. Implement local recruitment through:

   - Contact with the local media
   - Phone or personal contacts with local schools, agencies and other service providers
   - Distribution of advertising brochures and posters to supportive agencies throughout the local community.

3. Return a one-page Recruitment Activities form to the main Grant office located at Delta College.

4. Return all Parent Awareness enrollment forms which are collected during the Program duration.

5. Collect a $5 materials fee from all participants desiring curriculum manuals, issue a receipt and send the money and receipt to the Delta College Grant office.

6. Conduct either a 20 contact hour or 12 contact hour program in your local community as detailed in your program contract.

7. Return all original, signed attendance forms collected at each program meeting to the Delta College Grant office.

8. Return Parent and Instructor Program Evaluation forms to the Delta College Grant office.

Qualifications:

1. A Bachelor's or Master's degree required in Social Science, Psychology, Special Education, or a related field.

2. A demonstrated ability to communicate effectively with the volunteer adult learner

Qualifications: (continued)

3. Knowledge of developmental disabilities (preferably through direct service experience)

   a. Knowledge and experience in behavior management techniques and the development of behavior prescriptions
   b. Familiarity with laws associated with rights of the handicapped and their families.

4. Experience in teaching or small group leadership with adults of all ages.

5. Strong motivation to function as an advocate for parents of DD persons.

6. Knowledge of local community services available for families with a DD person in their home.

Expected Salary:

Field Instructors will be paid at a rate of $10 per hour not exceeding 22 hours for a 12 contact hour program and not exceeding 30 hours for a 20 contact hour program.

Application Procedure:

Interested candidates will need:

1. A completed Delta College application.

2. An updated resume.

3. One copy of office transcripts.

4. Three letters of recommendation.

OVERVIEW OF CURRICULUM MANUALS

The reader of this manual should note that all the materials compiled for the "Parent Awareness" program were developed through direct feedback from parents, legal guardians, professionals, and field instructors from twenty-seven counties throughout the state of Michigan. The materials have evolved from a single manual on terminology compiled by parents in combination with a manual on developmental disabilities which was developed in the second year of the grant. When the curriculum was expanded to include families with a developmentally disabled person of any age, new staff people developed nearly one hundred handouts of two-to-three pages on the various topics of self-esteem, communication, behavior, advocacy, socialization, sexuality, and living and working alternatives. These materials were updated, edited, and expanded during the fall of 1984 and formed into four manuals which are outlined on page(s) 24-26). The "Parent Awareness" program will continue to add to and expand upon this information base as long as the grant is in existence.

The comprehensive materials which have been produced for use by field instructors can be both helpful, yet overwhelming. These materials have been used in various ways and can be modeled or altered to fit the group. Instructors often feel that they must present every bit of information which is provided for the program. Instructors who have attempted to do this have found it to be an impossible task. The large amount of information provided is intended to give instructors a broad base of information that is already compiled in one spot that may be drawn from to provide specific information. An example of this application

of materials to the group can be applied to the behavior section of the Parenting Skills manual. As professionals we realize that entire 15 week semesters, indeed, entire programs consisting of years of study could be done on this subject alone. The intent is not to make the family members into professionals it cannot be done in 10 weeks. Keep in mind that parents are typical adult learners and are seeking information that will solve some specific problems. One method is to find out what families need to know either on the preceding week and then again on the evening of the program, (due to a number of attendees who will come to the program for only that evening). Use blank slips of paper and participants can anonymously write down their concerns. Past instructors have found common inappropriate behaviors are, hitting and other aggressive acts, common new behaviors are working on speech, eating skills both low level and high level (such as public eating manners) and dressing skills. I must stress again that each group is slightly unique and very perplexing and unusual problems have been presented to various "Parent Awareness" groups to discuss. The discussion usually takes the basic behavior modification information and applies it to a number of specific problems that appear on several slips of paper. A warning to the instructor is to avoid using one problem behavior of a particularly verbal parent in exclusion to the rest of the concerns.

The information on developmental disabilities is still of high interest to families based on the feedback from the participants in the past years. Although the information in this manual was originally developed for families of newly identified youngsters, it is still a surprise that so many parents of teens and young adults are interested. Many parents of older person have never received a full explanation

of their son/daughter's disability. Brothers and sisters, as well as the disabled themselves, have found this section useful. This information is best preceded by a short time going over the acronyms and definitions of terms which will be used in the specific discussion of a disability. Again, please perform a quick show of hands to determine how many group members are interested in either disability one (autism) or disability two (learning disabilities). Spend more time on the disability that interests the most people. Each evening that disabilities are covered they are grouped in twos and this procedure avoids spending time on a disability that not one of your group is interested in hearing about. Please note that parents are interested in other disabilities besides their own son/daughter's. This manual features a section on feelings that may be experienced by families as is written by a parent-professional. Two articles written by a mother and father of two autistic children are featured in the section on autism.

The Parenting Skills manual attempts to take the best of information available on parenting today and combine it together for use by our field instructors. The information on self-esteem, communication and behavioral parenting is general to all parents for raising all children. Parents will sometimes have concerns about other children's behavior in the family. The information can be applied to any child's development. When using the information in this manual it is most advantageous to make liberal use of examples from your own experiences either with nieces, nephews, your own children or disabled children is appropriate and appreciated by participants. Ask for examples from

the group on those occasions when you are unable to think of examples readily. This part of the program lends itself very well to the use of role playing and other experiential excercises. A special section on Family Interactions is included which provides information on the entire family. This section was contributed by a former field instructor who also happens to be an intermediate school district special education director as well as a family therapist.

The material which is outlined in the Lifetime Planning manual was developed at great request from families with school age and adult sons and daughters. It has a great variety of topics and care must be taken to do an informal survey of your group attending to assess which topics they have come to gain information on. Due to the large amount of technical information,we have used our materials with the addition of Protection and Advocacy's Guardianship and Special Education manuals. The current manual on SSI which was compiled by the Association of Retarded Citizens is also of help. An additional book that gives information on sexuality entitled An Easy Guide for Caring Parents - Sexuality and Socialization is a helpful addition to our materials. As an instructor you may want to encourage younger parents to attend this particular section of the program. Many families do not consider the issues that are a part of lifetime planning until they are faced with them. In some cases it would truly be advantageous to the disabled person if their family would consider some of the normalized alternatives in life styles. This section of the program lends itself well to the use of speakers from the local community and the use of some of the many fine audio-visuals available. Special informational sections were contributed to this manual do to the volume of specialized information. The sections on Advocacy and Working Alternatives was

contributed by the Director of Training from Protection and Advocacy, a third section on living alternatives was produced by a Director of a group living facility in Upper Michigan.

CURRICULUM MANUALS

A. Developmental Disabilities (60 pages) - six modules will include information on:

1) Special parenting information: Concerns, feelings and living
2) Mental Retardation
3) Cerebral Palsy and other physical or neurological impairments
4) Epilepsy
5) Learning Disabilities
6) Autism

Specific information on:

1) Characteristics
2) Types
3) Possible causes
4) School and/or medical classification
5) What to do? Remediation
6) Treatment
7) Prognosis lifetime
8) Additional reading and other resource materials according to disabilities

B. Parenting Skills (60 pages) - six modules will include information on:

1) Growth/Development and stages of children.

   a) Physical
   b) Psychological
   c) Intellectual
   d) Social development
   e) Sexual development

2) Interactions:

   a) Families with each other
   b) Families with others (plus additional reading)
   c) Child with others

3) Improving self-image:

   a) Expectations
   b) Encouragement
   c) Positive, rather than negative, reinforcement (catch them being good).

4) Communication skills:

   a) Communication patterns (plus additional reading)
   b) Talking to children (use of active listening)
   c) Sharing with children (use of "I" statements).

5) Problem solving skills:

a) Relationship conflict (problem ownership)
b) Conflict resolution - use of no lose approach
c) Values clarification (plus additional reading)

6) Increasing good/acceptable behaviors -- decreasing bad/unacceptable behavior -- teaching new behaviors:

a) Positive and negative reinforcers (plus additional reading)
b) Consistency and recording behaviors
c) Rules selecting them -- enforcing them
d) Guiding learning - task analysis, shaping and changing behaviors, methods and schedules of reinforcement
e) Dealing with problem behaviors.

C. Lifetime Planning Manual (60 pages) - will include six modules presenting information on:

1) Special concerns for the family

a) Parents concerns and feelings
b) Brothers and sisters concerns and feelings
c) The developmentally disabled concerns and feelings

2) Financial concerns

a) Supplemental Security Income
b) Financial conerns
c) Estate planning - setting up wills and trusts

3) The Art of Advocacy

a) Guardianship
b) Using community and state resources
c) Understanding the laws
d) Parental roles in individual program planning

4) Social Skills

a) Dating, marriage, and sexuality
b) The importance of grooming, communication skills, and attire
c) Friendship (male-female, structured-non-structured)
d) Recreational activities
e) Normalization in use of existing community services

5) Living alternatives

a) Home life
b) Foster care homes
c) Contract homes
d) Alternative intermediate homes
e) Respite care - continuum of models
f) Michta homes

6) Working Alternatives

a) Types of employment
b) Vocational rehabilitation
c) Sheltered workshops
d) Day activity centers
e) Preparing your child for work
f) Basic skills and attitudes required in a work setting
g) Use of job search services established for general population
h) Encouraging

D. Terminology manual (60 pages) - five sections will include information on:

1) Medical terminology
2) School terminology
3) Specific disability terminology

a) Mental Retardation
b) Cerebral Palsy and other physical and neurological impairments
c) Autism
d) Epilepsy
e) Learning Disabilities

4) Mailing addresses of Information Resource Centers
5) Lists of films available

RECRUITMENT PROCEDURES

Written by Julie Vander Mel-Tack

Program Director

RECRUITMENT PROCEDURES

Community support combined with effective recruitment and advertising techniques are keys to an effective "Parent Awareness" program. The techniques used are a combination of phone contacts and subsequent presentations, initial advertising brochures, posters, public service announcements through local media and weekly reminder postcards to participating families.

In each county that the "Parent Awareness" program has targeted during the 1984-85 grant year an initial presentation to individuals providing service to developmentally disabled individuals has been given. The main groups we offer presentations to are the Regional Inter-agency Coordinating Committee (if one exists), the intermediate school district, and the community mental health agency. Generally upon telephone contact of program directors or committee chairpersons the local person will contact other individuals who would be interested in a presentation regarding parent awareness. The groups have ranged from six to thirty. A ten-minute slide show, which describes the program history, funding, philosophy, and program materials and procedures is presented. This initial group is given an overview booklet, a field instructor job description and community support survey to ascertain commitment. This group is asked to sign a mailing list indicating the number of advertising brochures their school, agency, or association will need for dis-tribution. We also request these groups to either volunteer or recommend potential speakers for their local "Parent Awareness" program. A request is made at this meeting for a local contact person who will coordinate a local program, lead a search for a field instructor and

secure a barrier free public building in which to conduct a program for families of the disabled. (See "Role of the Contact Person" checklist on page 31.)

Immediately after the instructor training workshop, the recruitment phase of the program begins. The instructor's job begins. In the four years of the "Parent Awareness" program, we have discovered that their is no replacement for a personal phone call, visit or presentation. We ask the instructor to contact individuals within their community who were not in the initial presentation group as well as those in attendance to further explain the program, gain a firm number of brochures that the school, agency or group will need for distribution to parents and generally raise their support of the project. Recording of this agency name, address and number of brochures on the "Agency Listing" form and sending this completed list to the Delta College grant office is essential. The instructor may also provide brief presentations to their local Parent Advisory Committee of their ISD or other local groups interested in attending the local program. The program advertising materials include poster, a prepared public service announcement for local media stations, an initial one-page flyer and a detailed program brochure. All of these materials detail who the program is for, local contact persons name and phone number, and a brief description of the program. The pre-program brochure indicates the exact location, time, dates and topics which will be presented and discussed. These program brochures are sent directly to the agencies, schools and associations who distribute them for the "Parent Awareness" program. The instructor must complete and return a recruitment information form to the Delta College grant office to document completion of this phase of the "Parent Awareness" program. To assist in maintaining program attendance the project employs a technique of having the parents sign

a mailing list which enables them to receive a weekly program reminder card which indicates the topic for presentation and discussion, and any special speakers or films.

KEYS FOR A SUCCESSFUL

PARENT AWARENESS PROGRAM

1. Individual community interest and willingness to support.

2. Community assistance in selecting an appropriate meeting site and night, and distribution of initial advertisement.

3. Community assistance in hiring a qualified person in their community that families feel they can relate to.

4. A workshop and manual for field instructors, emphasizing the importance of conducting an informal program using a variety of presentation methods.

5. Weekly reminder cards sent directly to participants' homes each week of the program.

6. Three direct, usable and informative manuals on Developmental Disabilities.

7. A terminology manual which promotes expanded ability to communicate with service providers.

8. Informal, non-academic meetings with clearly stated objectives, and topics which are presented in a variety of methods.

9. High emphasis on parent discussion and feedback regarding their specific information needs as related to each topic.

10. On-going support and follow-up by experienced grant staff.

DELTA COLLEGE

STATEWIDE *Parent Awareness* PROGRAM
COMMUNITY AFFAIRS - ALLIED HEALTH
UNIVERSITY CENTER, MI 48710
(517) 686-9539

THE ROLE OF THE COMMUNITY CONTACT PERSON IN

ESTABLISHING A PARENT AWARENESS PROGRAM

Date Completed

_____ 1. Assist in compilation of a complete list of community agencies who have contact with families of Developmentally Disabled and return to Delta College

_____ 2. Assist in gathering suggestions regarding potential field instructors.

_____ 3. Screen potential field instructors and complete and sign a field instructor qualifications checklist. Have two other persons in the community complete this same qualifications checklist and return all three to Delta College by mail two weeks prior to the Instructors' Workshop.

_____ 4. Select a meeting site which is relaxing and non-academic for group meetings. We have found a large table with chairs around it to be the most comfortable. Check the room for electrical outlets and window blinds or curtains. The location must be barrier free and public in nature to meet grant criteria. The average group size does not generally exceed 32.

_____ 5. Complete a meeting site checklist and return it to Delta College via field instructor at the time of the workshop or mail in with other materials.

_____ 6. Give the local field instructor their packet and explain contents if necessary.

_____ 7. Ensure distribution of eight Parent Awareness Posters throughout the local community.

_____ 8. Encourage others to distribute the Parent Awareness advertising materials.

_____ 9. Assist the local field instructor in locating films and audio-visual equipment for use in your community.

_____ 10. Attend one Parent Awareness meeting to offer moral support to the instructor.

_____ 11. Do not hesitate to call the Parent Awareness staff regarding any questions or problems that arise.

_____ 12. Keep a log of your hours spent as they are considered in-kind match. Complete the in-kind match form and return to Delta College in the enclosed envelope.

Remember, your assistance is a critical factor contributing to the success of this program.

THANK YOU FOR YOUR TIME!

STATEWIDE *Parent Awareness* PROGRAM
COMMUNITY AFFAIRS - ALLIED HEALTH
UNIVERSITY CENTER, MI 48710
(517) 686-9539

PRESS RELEASE

Local Contact:

FOR IMMEDIATE RELEASE
DATE:

The Parent Awareness Program for Families of the Developmentally Disabled.

A Parent Awareness Program is being offered for parents, family members, foster parents, service providers and concerned individuals that live or care for any age person with developmental disabilities (mental retardation, epilepsy, cerebral palsy, learning disabilities and autism).

The program is sponsored by the Delta College Parent Awareness Program and local service providers.

This program is funded through a Developmental Disabilities Council Grant. Parents need not attend all meetings.

THE PROGRAM WILL TAKE PLACE

Dates:

Time:

Location:

For more information contact: Name:
Phone:

PRESENTATION CONSIDERATIONS

Written and Edited by Julie VanderMel-Tack

Program Director

and

Susan Homburger

Community Outreach Specialist

PARENTAL STAGES OF ACCEPTANCE

The instructor for a "Parent Awareness" Program needs to be aware of the major parental stages of acceptance which families of the developmentally disabled may pass through or become caught in. The feeling stages which will be described below have been outlined by various parents as well as professionals and reoccur throughout the literature (Kratoville/Williams, Buscaglia 1983, Kronick 1969, Perske 1981).

It must be noted that each parent and other family member may or may not pass through the emotional stages which are outlined below and the various members of a family may have different feelings at different times. The following emotional reactions were first categorized by Roos (1963) from his work in psychological counceling of parents. These reactions were described as follows:

1. "*Loss of self-esteem.* A defect in one's child may be interpreted as a defect in one's self, particularly when a parent indentifies closely with the child. Life goals may be abruptly and radically altered, including loss of the fantasy of immorality through one's children.

2. *Shame.* Parents may anticipate social rejection, pity, or ridicule and related loss of prestige. Social withdrawal may be a common consequence.

3. *Ambivalence.* The simultaneous experience of love and hatred normally experienced by parents toward their children is likely to be greatly intensified toward a retarded child. The retarded child's relative lack of achievement and tendency toward irritating behavior are likely to be sources of continuing parental frustration. Frustration, in turn, generates anger and resentment which may lead to death wishes toward the child and feelings of rejection, typically accompanied by guilt. Inconsistent behavior, sometimes alternating between rejection and overprotection, may also be expressed.

4. *Depression.* Chronic feelings of sorrow are to be anticipated as a nonpathological reaction to having a retarded child. These parents are disappointed in their child and concerned about the future. To some, mental retardation symbolizes the child's death, and hence precipitates a grief reaction similar to that associated with the loss of a loved one.

5. *Self-sacrafice.* Some parents adopt a "martyr" attitude and sacrafice all personal pleasures for the child. The retarded child may become the focus of such parents' total interests, often to the detriment of other family members. Family disruption, including marital conflicts, may accompany this pattern. The retarded child may become the focus of mutual blame and criticism by the parents.

6. *Defensiveness.* Parents may become acutely sensitive to implied criticism of their retarded child and may react with resentment and belligerence. In extreme cases, parents may deny the existence of retardation, rationalize the child's shortcomings, and seek professional opinions to substantiate their own contention that "there is really nothing wrong" with him."

The feeling stages described above tend to occur during the initial phase when parents are informed of their child's disability and these are growing evidence that intense grieving feelings reoccur throughout various phases of the child's growth cycle, (Wikler, et al., 1981). Olshansky (1961) discussed "chronic sorrow" which repeated sadness experienced by parents of disabled children. Parental reactions which pertain to the pattern of adjustment were suggested by Rosen (1955):

1. awareness that a serious problem exists;
2. recognition of the problem;
3. search for the cause;
4. search for a solution or cure;
5. acceptance of the problem.

As the instructor of a "Parent Awareness" program, you may find parents in various stages of acceptance. The "Parent Awareness" program materials are intended to provide education and information through a discussion process. The instructor will find that feelings of the parents will be included in some of the class discussions.

Parents in a class may express the following emotions as described by Kratoville (1983) and as experienced by instructors teaching "Parent Awareness" classes:

Denial: "Nothing is wrong with my child" is the extreme reaction to a milder reaction of admitting to a label of retardation.

Guilt: "What did I do to cause this?" or placing blame on the doctor, school, husband or wife or even "Parent Awareness" instructors. Information concerning the causes of disabilities can assist with the alleviation of guilt and blame.

Confusion: "Where do we go for help?" The importance of enlisting various speakers from various agencies in your community is very evident as a positive factor in eliminating confusion.

Anger: "Why are there no remedial programs for my child?" As an instructor this anger can be channeled into a constructive channel. Anger can be turned into creation of programs, lobbying for legislative funds, etc. Beware, however, of parents who will use specific names of professionals in your program. Obviously, this type of behavior could interfere with the necessary cooperation between parents and professionals and have a negative influence on your entire group. A suggestion to handling excessively angry parents is to let them ventilate their feelings to you individually, either before or after class.

Despair: "Today I have no hope." As an instructor you need to be aware that parents have encountered negative diagnosis, prognosis and professionals have had the tendency to dwell on what the child cannot do rather than what the child can do. Parents need to be told that they are the best thing for their child. They need to be reminded that they are the one who sees the total child, and that doctors, teachers, and social workers only see the child in certain, often controlled situations while they see him at his best and worst. It is natural to pass through periods of despair!

Overprotection: "John can't do that! After all he is handicapped." In a "Parent Awareness" program you may run across parents who react to their son or daughter by being indulgent and overpermissive. This type of behavior does not allow the child to develop into a lovable or capable human being. This type of behavior can also cause resentment from brothers and sisters who see one set of rules for themselves and a more relaxed set of rules for the disabled child. Parents need to allow each family member to contribute to the best of their ability. The principal of normalization is outlined by Nirje in Perske's "Hope for the Families."

In summary, it must be stated that as a "Parent Awareness" instructor, you will encounter various feeling states that the family members of developmentally disabled persons may be experiencing. Some sharing of these feelings can contribute to the other members of the group by: (1) letting the members know that they are not alone in their feelings; (2) encouraging

others to assist in offering a variety of alternative solutions to work through the feeling state; (3) to allow you as a professional to direct the person to the agency or service that could assist them. As the instructor, strive to deal with extreme feeling states of parents on an individual basis to avoid time lost towards accomplishing group objectives of the other parents who are attending your group.

ADULT LEARNING THEORY

When teaching voluntary adult learners it is helpful to keep in mind that they are self-directed, rich in experience, concerned with their development, problem-focused, and desire immediate application.

An assessment of parents attending our past classes shows their motivation for attending in descending order, as 1) personal growth 2) parenting skills 3) causes and types of developmental disabilities 4) current legal actions and implications 5) life span planning for developmentally disabled children (1983-84).

While it is generally easier to work with adult learners in a voluntary situation, there are still characteristics which need to be addressed in teaching the adult. (for elaboration see chart on page 38)

Additional thoughts to keep in mind when working with adult learners include: Outline benefits your material provides, try to know something about each learner's background, experiences and expectations of the course, reinforce contributions and participation of class members, a varied agenda provides a more stimulating teaching environment, and tailor the course information to the needs of the members.

ADULT LEARNING CHARACTERISTICS

Learning Characteristics of Adults	Adapting Content and Techniques to Meet Their Needs
Uneasiness and possible anxiety resulting from long absence from the classroom.	Create an easy, informal, friendly atmosphere. Ask what they feel will contribute to class in terms of the content or concepts to be covered.
Resistance to change due to "set" ways of doing things.	Provide for the group to analyze situations which can lead to inner motivation for change rather than outside pressue or "telling." Ask for "I do it this way" contributions.
Unfamiliarity and possible frustration with trappings of education - enrollment, registration, grading, record keeping.	De-emphasize these aspects in the classroom when possible. Streamline roll taking, record keeping, and other routine tasks unrelated to learning. Avoid words "homework" or "assignment." Use "bring examples for discussion," "be aware of," etc.
Preoccupation with outside responsibilities - earning a living, caring for a family, running a home, etc.	Relate content to real-life problems. Use real-life situations and experiences in problem-solving. Include content designed to make life a little bit easier and more satisfying for students. Ask participants to choose subjects they need and can use now if possible.
Approach learning with a strong sense of responsibility and come to class voluntarily.	Keep interest alive by making classes challenging and stimulating. Give students an opportunity to evaluate and make suggestions during the course, but be willing to accept negative evaluations and to implement change.
Bring a broad background of experience to the classroom.	Use personal experiences of students in planning and teaching. Create an opportunity for students to learn from each other.
Need to feel that time is well spent and that material is relevant and practical.	Keep content and approach down-to-earth, practical rather than theoretical. Organize and prepare material in advance so class time is not wasted. Bring in experts to present certain material and viewpoints.
May want social satisfaction and interaction through informal class organization.	Create a relaxed atmosphere. Give students time to socialize, get acquainted, enjoy each other.

Adapted from: Consumer Education in An Age of Adaptation, by Sally R. Campbell. Educator Resource Series.

ESTABLISHING A PARTICIPATIVE ENVIRONMENT AND RUNNING A SUCCESSFUL PARENT MEETING

It is a goal of the Delta Parent Awareness meeting to provide a non-threatening learning environment. It is mandated that our meeting be held in buildings public in nature and barrier free. We strongly encourage a horseshoe or circular seating arrangement and prefer parents to sit at tables rather than student desks.

Considerations in opening a meeting include (adapted from Merritt & Walley, 1977):

1. Setting a positive group atmosphere by helping participants to relax and to release some tension before moving into the content of the meeting;
2. Helping participants to focus on the meeting at hand by designing an opening that will get the attention of participants and minimize distractions;
3. Starting the meeting on time and letting everyone present know that the meeting has begun. State what the meeting plans to accomplish;
4. Helping participants prepare for the rest of the meeting. The opening can serve as a preview for the program content and create a positive interest among group members.

Heward, et. al, provide some excellent suggestions on running successful meetings, once they have begun, which relate to parent groups.

> "The key to running successful meetings is be prepared. Preparation involves setting specific objectives and planning corresponding activities and materials for their accomplishment. It involves planning back-up activities in case other activities don't work out or are completed in less than the projected time. It is our

observation that leader participation (or lack of preparation) is a major factor causing parents to either stick with or drop out of a group." (Working With Parents Of Handicapped Children, page 242)

Other considerations suggested by Heward include:

1. Recap the last meeting by reviewing and clarifying important points;

2. Specify objectives for the session;

3. Make sure objectives are compatable with the skill level of the participants (particularly when teaching behavior management);

4. Design ways to achieve objectives;

5. When appropriate, arrange for presentations, media, case history, or visits from other parents, as models for home management procedures;

6. Plan opportunities for parents to practice new parenting skills.

Other considerations:

Housekeeping Rules - Decisions regarding the formality level of the class should be determined at the first meeting. If individuals are recognized on a first name basis, so should the instructor; determine ways individuals should express themselves (i.e. speak out, wait for recognition from the instructor). Parents also need to be reminded that information regarding specific parents and children is confidential and that names of professionals should not be used in group discussions.

Clear Language - Use jargon - free language when lecturing or discussing. Introduce clear definitions of technical terms when they are needed to promote precise communication.

Warmth and Humor - Be yourself. When appropriate, add a personal touch to a presentation.

Referrals - Be prepared to make referrals when asked by parents. The name of an individual is preferred along with an agency phone number. Reinforce Parent Participation - Use praise and other forms of social reinforcement to maintain parent participation. It is good to speak individually with parents before and after meetings and make an effort to make all in attendance feel wanted and needed. Praise parents who contribute to group discussions and cultivate a feeling of camaraderie in small groups.

Another item to consider when planning a meeting is the possibility of refreshments and child care. These are not built in factors in our program, and are not required.

In closing a meeting remember to end the meeting on time allowing time for any closure, end the meeting on a positive note, mention the next meeting in a manner that leaves the group excited and looking forward to the next meeting.

TECHNIQUES FOR LEADING GROUPS

Written and Edited By Susan Homburger

Community Outreach Specialist

METHODS OF PRESENTATION

The Delta Parent Awareness Program encourages a variety of educational techniques be used in presenting material. As often occurs, an individual may feel one or two particular modes of teaching are most comfortable to them; it is important to take into consideration a variety of approaches be employed as that is most stimulating to a group over a period of time.

Various instructional techniques include: lecture, simulation techniques, group discussion, small group discussion, role playing, movies and videos, self-report or assessment instruments, printed handouts, case studies, problem solving, games and speakers.

In considering which approach to use, the first consideration should be which mode will best suit the information being conveyed as well as obvious time limitations, equipment needs, and class size.

An elaboration on the use of games and ice breakers is included in the following section. Other factors to consider when selecting an instructional technique include (adapted from Education Principles for Educators Who Did Not Pick Education as a Profession, William M. Walters, Ph.d.)

Lecture

*Lectures are best suited for learning facts, concepts, and principles - not skills or thinking or problem solving strategies.

*In order to maintain attention, reduce student passivity, and minimize monotony and fatigue, the lecturer should augment the verbal discourse with a variety of visual aids, question and answer interludes.

*For heterogeneous groups, the lecturer should intend to include multiple feedback devices - study guides and handouts.

*For the development of application and problem-solving skills, other instructional methods should be integrated with the lecture.

*Make sure that essential points are covered before including ancillary material.

In order to reduce students' feelings of depersonalization, include some small group activities.

Discussion Methods

*Stimulating questions should be prepared in advance.

*The instructor should be prepared to allow the students to assume leadership regarding the content and direction of the discussion when appropriate.

*The instructor should have some ideas about how to facillitate a discussion without shutting it off.

Simulation Techniques

*Teacher's role is more of a coach or manager of a complex learning environment and must be able to take the role of an unobtrusive observer.

*Students learn primarily from interacting with the simulated environment rather than the teacher.

*Activities should be appropriate for achieving the instructional objectives of the course.

*The teacher must be thoroughly familiar with the exercise.

*The teacher must consider how the simulation exercise is to be integrated into the educational process.

*Because simulations can involve an emotional response from the participants it is important to allow for debriefing and closure following the exercise.

USE OF ICE BREAKERS, WARMUPS AND GAMES

The use of ice breakers and games fulfill several purposes. They can: relax individuals, involve individuals in the learning process, acquaint people and serve to develop a group camaraderie, provide a learning experience by simulation, and help to stimulate a session by providing some action.

Successful use of these techniques depends on using them appropriately. If used for the wrong reasons, ice breakers and games can be a real turn off. Suggests Charles:

- activities with a high level of involvement or activity may be initially intimidating
- people resent or resist activities not relevant to program content
- an activity requiring a high level of disclosure may be threatening to a group.

Merrit and Walley offer further guidelines for using group exercises:

- avoid calling learning exercises "games"
- do not use learning exercises as fillers
- learning exercises are most useful at the beginning of a group's development to calm anxiety and acquaint individuals
- make learning exercises relevant to your goals, objective, and group's purpose
- instructors should always participate in group exercises showing that the exercise is, indeed, important
- make sure adequate time is available for experiencing and for processing the feelings and thoughts generated by the experience.

Some particularly relevant exercises for parents of children with developmental disabilities can be found in Parent Growth Through Group Experience by Fred Smith, published by Academic Therapy Publications, 1539 Fourth St., San Rafael, CA 94901. Another good source is Games Trainers Play by John W. Newstrom and Edward E. Scannel, McGraw Hill Book Co., 1221 Avenue of the Americas, New York, NY 10020.

HOW TO OBTAIN FEEDBACK AND PROMOTE INTERACTION THROUGH COMMUNICATION TECHNIQUES

When leading parent discussion group and lectures it is important to remain flexible and open to parent feedback.

As a lecturer, one should make it a point to ask questions or elicit the group's opinions in the course of the lecture. This helps to break up the monotony of a lecture as well as giving the lecturer an indication of the group's interest and involvement in the topic being presented.

In group discussion, when providing feedback to parents, it is important to state only the observable and not one's own opinionated view.

Charles suggest the use of "I" messages. This is a technique frequently used in assertiveness training. Simply stated, an "I" message shares one's own feelings and perceptions of a situation, avoiding assumptions of another's feelings or values.

Example: "I feel concerned that you have not taken your child in for a regular physical."

Rather than: "You should be taking better care of your child's physical needs."

As an instructor you may want to evaluate yourself and determine your particular strengths and weaknesses in terms of leading a discussion. Such an evaluation has been adapted from Merritt and Walley (see self-evaluation chart on page 46).

INSTRUCTOR DISCUSSION SKILLS SELF-EVALUATION SHEET

+ = handle well
X = handle poorly
0 = uncertain

1. I pose questions or comments constructively. _____
2. I phrase remarks purposefully and not to gain group's esteem or to satisfy my own needs. _____
3. I assume leadership role without taking over or dominating. _____
4. I remain silent when appropriate but nevertheless play a very active non-verbal role. _____
5. I make positive assertions in a concise nonantagonistic manner. _____
6. I clarify, summarize, and interpret members' remarks without altering basic meaning. _____
7. I can understand and, if necessary, use colloquialisms of youth comfortably and not sound phoney. _____
8. I understand problems under discussion. _____
9. I keep focus on a topic and do not permit discussion to ramble or wander. _____
10. I help the group focus on or clarify events. _____
11. I usually am active verbally only to elicit thoughts, reactions, and comments of group members. _____
12. I encourage group members to talk by skillful questioning: I interrupt appropriately when something destructive or inappropriate occurs. _____
13. I play a role which is appropriate to the discussion (as listener, energizer, etc.) and the needs of the group, rather than in response to my own needs. _____
14. I am flexible in role I can play. _____
15. I relieve tension or permit it to build at appropriate times. _____
16. I am able to "shift gears" in the middle of a discussion when the situation calls for it. _____
17. I am objective with regard to ideas expressed in group discussion. _____

18. I do not need to impress group with my knowledge or skills. ____

19. I am tolerant of ideas which run counter to my own ethics or beliefs and stimulate discussion and group exploration of such ideas. ____

20. I control irritability; do not show tension. ____

21. I am sensitive to the needs of group members. ____

22. I avoid threatening areas for which the group may not be ready. ____

23. I follow up, reinterpret, and lend support when group members react to threat or hostility. ____

24. I seem to like people and to be "involved." ____

25. I constructively handle hostility or resentment directed toward me. ____

26. I appear sensitive to both content of meetings and group process. ____

27. I reveal my own feelings or beliefs in a constructive manner. ____

Adapted from: The Group Leader's Handbook, by Ray E. Merritt, Jr., and Donald Walley, page 115

DEALING WITH PROBLEMS IN A GROUP FUNCTION

This section will deal with problems that arise in groups in general. Much attention was given to problems encountered in working with parents of the developmentally disabled in our previous module section "Parental Stages of Acceptance."

Sometimes, for various reasons, group members attempt to satisfy needs unrelated to the group task. The roles taken on by these individuals have been described by Beene and Sheets in Group Development. The most common types of individuals found in our "Parent Awareness" groups would be the *aggressor* who may downgrade others at his own expense (this includes attacking the problem being discussed as well as joking aggresively); the *blocker* who is negativistic, opposing beyond reason and fixating on previously resolved issues; the *recognition seeker* who calls attention to himself by bragging; the *dominator* who attempts to assert authority and superiority and the *help-seeker* who, beyond reason, attempts to call forth sympathy from the group.

The best way to deal with these types of individuals is to first recognize that they are taking on a particular role, and then attempt to structure group discussion so that their negative impact on the group's functioning is minimalized.

It may also be handy to refer individual problems with a little interest to the rest of the group to an individual discussion following the general meeting.

One must also be aware of the "hidden agenda." This is discussed in detail by Bradford in Group Development. Keep an open mind in dealing with hidden agendas, they may be no worse than the surface agendas, but represent problems that differ from those being discussed by the group.

The force of hidden agendas is best observed in the opening of a group or the first few meetings.

In dealing with hidden agendas, it is first necessary to determine that one is in evidence. Once this has been determined, it may serve as a clue to a subject topic that needs to be addressed.

Another situation that may arise when covering a sensitive issue is crying. Attempt to balance the situation. Try to calm the individual down without disrupting the group. Make a supportive statement about the group member and then focus your attention away from them. giving the individual an opportunity to compose himself (Merrit and Walley, pg. 41).

In general our Delta College "Parent Awareness" groups are smooth sailing, however, if a problem in the group does arise it is best not to panic, but rather to analyze the situation and develop a strategy to deal with it.

OTHER RESOURCES

Compiled By Julie VanderMel-Tack

Program Director

USE OF OTHER RESOURCES

Films, Slides, and Video Tape

Feedback from parents who have attended the "Parent Awareness" program during the 1983-84 grant year indicated that the audio-visuals were particularly helpful in understanding specific parent information. The "Parent Awareness" program suggests the inclusion of media presentations due to the large number of films which may be obtained through either Protection and Advocacy or the 22 Regional Educational Media Centers located throughout the state. The instructor needs to be aware that one of the questions asked in the initial agency survey is "Do you have audio-visual equipment available?" If, as a field instructor, you are not employed by an intermediate school district; you may be able to contact an individual from your local intermediate school district who can assist you in accessing your local educational media center. (see the list of State REMC's on page 53).

A second source of films and other media is Protection and Advocacy. The lending policy is on page 57.

The "Parent Awareness" program relies on local community agencies to assist the instructor in obtaining media. Although the "Parent Awareness" program recommends the use of two or three films or other type of media, we are not funded to cover this cost.

Recommended Reading

In addition to the manuals provided, an extensive booklist has been developed that may be helpful to the instructor or to parents and family members. These reading sources can be extremely helpful in expanding knowledge of specific topic areas (see page 58).

Speakers

During the initial community meeting(s) which described the "Parent Awareness" program, a list was passed around for persons interested in functioning as speakers for the program. Speakers are particularly helpful to the Program during the Lifetime Planning section. A speaker from Protection and Advocacy is always an excellent choice to cover the topics of advocacy and/or guardianship. Other individuals who are excellent resource persons are respite care coordinators from the local community mental health, lawyers on Estate Planning and setting up wills and trusts, presidents of local parent associations, school social workers, foster care home providers and any other person who is down-to-earth and knowledgeable.

Additional Resources

Additional resources which are provided in this section are addresses of local, state and federal resources, as well as informational sources on writing grants to fund projects for local needs. These resources are extremely helpful in providing a source of up-to-date information on many aspects of the developmental disabilities field, as well as sources of funding. This information is helpful to both professionals and parents involved in the field.

AUDIO-VISUALS

LENDING AGENCY:	Cooperative Network of Inservice Media (CNIM) State-Wide REMC Project 1-800-292-7160 (Toll Free)
FOR USE BY:	Michigan Educators (K-12, REMC's,SDE)
LOAN FEE:	No rental charge, but you assume the cost of mailing the materials back to CNIM.
LOAN PERIOD:	Ten days, which includes mailing time both ways. Any item can be renewed if not already promised to another client. Call CNIM office to verify renewals.
SUBJECT GUIDE:	CURRICULUM DEVELOPMENT; BEHAVIOR MODIFICATION; TEACHING METHODS & STRATEGIES;FAMILY LIFE EDUCATION; GUIDANCE/COUNSELING; PSYCHOLOGY; and SPECIAL EDUCATION. Many other subjects available, ask for catalog.

REMC's

REMC 1
JASWANT SINGH, Director
600 Hecla St.
Hancock, MI 49930
(906) 482-7260

REMC 2
STEVE NORVILITIS, Director
2325 N. Garfield
Traverse City, MI 49684
(616) 946-9260

REMC 3
JACK KECK, Director
6065 Learning Lane
Indian River, MI 49749
(616) 238-9394

REMC 4
DR. LUTHER DEASE, Director
630 Harvey St.
Muskegon, MI 49442
(616) 777-2637

REMC 5
DR. DICK ZUBULAKE, Co-Director
4041 E. Mannsiding
Clare, MI 48617
(517) 386-3851
CLYDE BENSON, Co-Director
Box 3, 1131 E. Center St.
Ithaca, MI 48847
(517) 875-5101

REMC 6
ROBERT HAYHURST, Director
4228 Two Mile Road
Bay City, MI 48706
(517) 686-4410

REMC 7
ED HOWARD, Director
101 West 48th St.
Holland, MI 49423
(616) 392-2304

REMC 8
RUSSEL HORNBAKER,Director
2650 East Beltline, S.E.
Grand Rapids, MI 49506
(616) 949-7270

REMC 9
RON ZOLTON, Director
6235 Gratiot Road,
Saginaw, MI 48603
(517) 793-3760

REMC 10
DON RICHARDS, Director
4415 South Seeger St.
Cass City, MI 48726
(517) 872-4212

REMC 11
RICHARD PENNINGTON, Director
711 St. Joseph Ave.
Berrien Springs, MI 49103
(616) 471-7725

REMC 12
WARREN LAWRENCE, Director
1819 E. Milham Road
Kalamazoo, MI 49002
(616) 381-4620

REMC 13
ROBERT TOWNSEND, Director
2630 W. Howell Road
Mason, MI 48854
(517) 676-3222

REMC 14
VERNON TYREE, Director
2413 Maple Avenue
Flint, MI 48507
(313) 767-4310

REMC 15
GERALD LANG, Director
6700 Browns Lake Road, P.O. Box 1160
Jackson, MI 49204
(517) 787-2800 Ext. 201

REMC's

REMC 16
PETER FINNEY, Director
1819 S. Wagner Road
Ann Arbor, MI 48106
(313) 994-8190

REMC 17
DR. ROBERT JOHNSON, Director
2100 Pontiac Lake Road
Pontiac, MI 48054
(313) 858-1975

REMC 18
DR. KENT VOIGT, Director
44001 Garfield Rd.
Mt. Clemens, MI 48044
(313) 286-8800

REMC 19
JO COUSINS, Director
1101 S. Raisinville
Monroe, MI 48161
(313) 242-5454 Ext. 255

REMC 20
DR. GEORGE GRIMES, Director
33500 VanBorn Rd.
Wayne, MI 48184
(313) 326-9300 Ext. 436

REMC 21
DANIEL BLOMQUIST, Director
427 W. College Avenue
Marquette, MI 49855
(906) 228-9400

REMC 22
ELIZABETH PATRICK, Director
Box 883
Sault St. Marie, MI 49783
(906) 632-3373

AUDIO-VISUALS

LENDING AGENCY: Michigan Protection and Advocacy Service
for Developmentally Disabled Citizens, Inc.
313 S. Washington Square, Lower Level
Lansing, MI 48933
1-800-292-5923 (Toll Free)

FOR USE BY: Any agency or organization providing services to, or support for, people who have developmental disabilities.

LOAN FEE: $5.00 (If you pick up and return the audio-visual from the Michigan P&A office, the loan fee is reduced to $3.00)

LATE FEE: A/V's are loaned for three working days unless otherwise specified. A late fee of $15.00 is charged for each day the A/V is kept beyond the loan period.

CANCELLATION FEE: Notification must be given one week before scheduled borrowing date or a $5.00 cancellation fee is charged.

SUBJECT GUIDE: ADVOCACY; ATTITUDES; CITIZEN ADVOCACY; COMMUNITY PLACEMENT; CRIMINAL JUSTICE; DEVELOPMENTAL DISABILITIES; EDUCATION; EMPLOYMENT; SEXUALITY; and SKILLS FOR INDEPENDENCE.

DELTA COLLEGE

PARENT AWARENESS PROGRAM
COMMUNITY AFFAIRS DEPARTMENT
University Center, Michigan

Suggested Reference Books

Mental Retardation - Down's Syndrome

Perske, Robert, Hope for the Families, Nashville, Tennessee: Abingdon, 1981. Re: New Directions for Parents of Persons with Retardation or Other Disabilities.

Schulman, Eveline P., Focus on the Retarded Adult: Programs and Services, St. Louis, Missouri: The C. V. Mosby Company, 11830 Westline Industrial Drive, 1980.

Karnes, Merle B. and Kirk, Samuel A. and Winifred D., You and Your Retarded Child: A Manual For Parents of Retarded Children, Palo Alto, California 94302: Pacific Books, Publishers, P.O. Box 558, 1968.

Hanson, Marci J., Teaching Your Down's Syndrome Infant, Baltimore, Maryland: University Park Press, 1981.

Canning, Clair D., Murphy, Ann and Zausmer, Elizabeth, Down Syndrome: Growing and Learning, Kansas City - New York: Andrews and McMeel, Inc., 1982.

Smith, David W. and Wilson, Ann Asper, The Child with Down's Syndrome (Mongolism), Philadelphia, Pennsylvania 19105: W. B. Sanders Company, West Washington Square, 1973.

Communication - Behavior Management

Ginott, Dr. Haim G., Between Parent and Child, New York, New York 10019: Avon Books, 959 Eighth Avenue, 1969. Re: How to talk to children.

Gordon, Dr. Thomas, P.E.T. In Action, New York, New York 10017: Bantam Books, Inc., Peter H. Wyden, Inc., 750 Third Avenue, 1976.

Rettig, Edward B., ABC's for Parents, Van Nuys, California 91408: Associates for Behavior Change, P.O. Box 7069, 1973.

Smith, Judith M. and Donald E. P., Child Management, Champaign, Illinois 61820: Research Press Company, 2612 North Mattis Avenue, 1976.

Dinkmeyer, Don and Gary, Mary D., The Parent's Handbook, Circle Pines, Minnesota 55014: American Guidance Service, 1982.

Beckee, Wesley C., Parents are Teachers: A Child Management Program, Champaign, Illinois 61820: Research Press, 2612 North Mattis Avenue, 1971.

Communication - Behavior Management continued

Bartz, Ph.D., Wayne R. and Rasor, Ed. D., Richard A., Surviving with Kids: A Lifeline for Overwhelmed Parents, New York, NY: Balantine Books, 1978.

Foxx, Richard M., Increasing Behaviors of Severely Retarded and Autistic Persons, Decreasing Behaviors of Severely Retarded and Autistic Persons, Champaign, Illinois 61820: Research Press, 2612 N. Mattis Avenue, 1982.

Lifetime Planning

Supplemental Security Income. Association for Retarded Citizens/Michigan, 313 South Washington Square, Third Floor, Lansing, Michigan 48933, 1980.

Special Education: An Advocate's Manual. Michigan Protection and Advocacy Service for Developmentally Disabled Citizens, Inc., 313 South Washington Square, Lower Level, Lansing, Michigan 48933.

Other Disabilities

Brutten, Ph.D. Milton and Mangel, Charles and Richardson, M.D. Sylvia O., Something's Wrong With My Child: A Parent's Book About Children With Learning Disabilities, New York, New York 10017: Harcourt-Brace-Jouanovich, Inc., 757 Third Avenue, 1979.

Levy, M.D. Harold B., Square Pegs-Round Holes: The Learning Disabled Child in the Classroom and at Home, Boston, Massachusetts: Little, Brown and Company 1973.

McWhirter, J. Jeffries, The Learning Disabled Child, Champaign, Illinois 61820: Research Press Company, 2612 North Mattis Avenue, 1977.

Kozloff, Martin A., Reaching the Autistic Child: A Parent Training Program, Champaign, Illinois 61820: Research Press Company, 2612 North Mattis, 1980.

Finnie, Nancy R., Handling the Young Cerebral Palsied Child at Home, New York: E. P. Dutton, 1974.

Krushner, Harold S., When Bad Things Happen to Good People, New York: Schocken Books, 1981.

JOURNALS

FOR ALL DISABILITIES:

CHILDREN TODAY. U.S. Department of Health, Education, and Welfare, The Office of Human Development, Children's Bureau, Office of Child Development, Washington, D.C. 20201. DHEW Publication, No. (OHD) 76-30014. 6 issues a year/$6.10. (Frequently contains articles about children with handicaps.)

EXCEPTIONAL CHILDREN. Official Journal of The Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091. 8 issues a year. $25.00 membership dues to CEC includes subscription to EXCEPTIONAL CHILDREN plus subscription to TEACHING EXCEPTIONAL CHILDREN, published 4 times a year, plus UPDATE, published occasionally.

THE EXCEPTIONAL PARENT. Psy-Ed Corporation, 262 Beacon Street, Boston, Massachusetts 02116. 6 issues a year/$10.00. (Offers a Bookstore Service; parents can order books by mail at a discount.)

SPECIAL CHILDREN. American Association of Special Educators, Box 168, Fryeburg, Maine 04037. 3 issues a year/$10.00.

FOR AUTISM:

JOURNAL OF AUTISM AND CHILDHOOD SCHIZOPHRENIA. Plenum Publishing Corporation, 227 West 17th Street, New York, New York 10011. 4 issues a year/Personal subscription discounted to $17.50 with certification that the subscription is paid for by subscriber for his personal use. (Clearly for professionals, but may interest some parents as well.)

FOR HEARING IMPAIRMENTS:

DEAF AMERICAN. National Association of the Deaf, 814 Thayer Avenue, Silver Spring, Maryland 20910. 11 issues a year/$10.00 individual membership; $15.00/husband and wife; $25.00/family.

THE VOLTA REVIEW. Alexander Graham Bell Association for the Deaf, Inc., 3417 Volta Place, N.W., Washington, D.C. 20007. 9 issues a year/$15.00 with membership.

FOR LEARNING DISABILITIES:

FOCUS ON EXCEPTIONAL CHILDREN--A MONTHLY NEWSLETTER. Love Publishing Co., 6635 East Villanova Place, Denver, Colorado 80222. 9 issues a year/$9.50.

FOR MENTAL RETARDATION:

MENTAL RETARDATION. American Association on Mental Deficiency, 5201 Connecticut Avenue, N.W., Washington, D.C. 20015. 6 issues a year/$22.00.

SHARING OUR CARING. A Journal on Down's Syndrome. P.O. Box 400, Milton, Washington 98354. 5 issues a year/$3.00.

FOR PHYSICAL HANDICAPS:

THE PENNY DROPPER. Spina Bifida Association of the National Capital Area, P.O. Box 4392, Arlington, Virginia 22204. 4 issues a year/$2.00.

PERFORMANCE. President's Committee on Employment of the Handicapped, Washington, D.C. 20210. 12 issues a year/Free.

REHABILITATION LITERATURE. The National Easter Seal Society for Crippled Children and Adults, 2023 West Ogden Avenue, Chicago, Illinois 60612. 12 issues a year/$12.00.

FOR VISUAL HANDICAPS:

NEW OUTLOOK FOR THE BLIND. American Foundation for the Blind, 15 West 16th Street, New York, New York 10011. 10 issues a year/$6.00; two years/$11.00; three years/$16.00. (Clearly for professionals, but may interest some parents as well.)

SELECTED BIBLIOGRAPHY FOR GRANTS RESEARCH

Annual Register of Grant Support, 1977-78, comprehensive listing of government and private sources of support for fellowships and grants, covering the humanities, social sciences, basic physical and life sciences, etc., Marquis Academic Media, 200 East Ohio Street, Chicago, IL 60611. $54.50 (including postage, handling).

A Process for Development of Ideas, by Jane C. Belcher and Julia M. Jacobsen; how to encourage the articulation of ideas, how to turn ideas into formal blueprints, how to secure support to see them materialize into viable projects, 1976, Management Communications, Publishing Division, 4416 Edmunds Street, N.W., Washington, DC 20007. $8.75

CASE Federal Affairs Handbook, 1978-79, William A. McNamara, ed.; the Washington scene, Federal education programs, sources of funding and information, Council for Advancement and Support of Education, One Dupont Circle, N.W., Suite 600, Washington, DC 20036. $19.50

Catalog of Federal Domestic Assistance, describes all the federal support programs offered by federal agencies, yearly, Office of Management and Budget, Superintendent of Documents, Washington, DC 20402. $18.00

Chronicle of Higher Education, Corbin Gwaltney, ed.; published weekly during academic year, and also during summer, covers the higher education scene, lists major grant awards, calendar of meetings, 1717 Massachusetts Avenue, N.W., Washington, DC 20036. $25 year

Developing Skills in Proposal Writing, by Mary Jo Hall; basic guide to the preparation of proposals earmarked for the federal government, 1972, Office of Federal Relations, Oregon State System of Higher Education, P. O. Box 1491, Portland, OR 97217. $10.00

Directory of Research Grants, 1978, Compiled by Betty L. Wilson and William K. Wilson; comprehensive coverage of more than 1800 private and public research grants in 90 categories, Oryx Press, 3930 East Camelback Road, Phoenix, AZ 85018. $37.50 plus $1.25 postage, handling.

Federal Notes, Wallace Breitman, ed.; newsletter mainly covering federal programs, RFP information, P.O. Box 986, Saratoga, CA 95070. $60.00 year

Federal Register, the federal government's listing of administrative changes in existing regualtions, development of regulations for new programs, proposed 'rule-making' items which allow for public comment, 5 days/week, Superintendent of Documents, Washington, DC 20402. $50.00 year

Federal Research Report, Leonard Eiserer, ed.; provides up-to-date information on grant offerings, RFP notices, weekly, Business Publishers, Inc., P.O. Box 1067, Silver Springs, MD 20910. $48.00 year

Foundation Directory, Edition 6, Marianna O. Lewis, ed.; includes foundations issuing grants totaling $100,000 or more, complete listing of nearly 3,000 foundations, their interests and application procedure, The Foundation Center, 888 Seventh Avenue, New York, NY 10019. $35.00, plus $1.00 postage.

Foundation Grants to Individuals, Carol M. Kurzig, general ed.; listing of funding opportunities awarded to individuals, including scholarships and fellowships, 1977, Foundation Center, 888 Seventh Avenue, New York, NY 10019. $13.00

Foundation News, Patrick W. Kennedy, ed.; features about the philanthropic world, includes the Foundation Grants Index Bi-monthly, a Foundation Center publication, describing recent grant awards, bimonthy, Council on Foundations, 888 Seventh Avenue, New York, NY 10019. $20.00 year, non members, $10.00 year, members.

Grants Administration, by William Willner and Perry B. Hendricks, Jr., the grant instrument, role of grants administrator, proposal assistance, organizing the grants office, National Graduate University, 3408 Wisconsin Avenue, N.W., Washington, DC 20016. $6.50

Grants: How to Find Out About Them and What to Do Next, by Virginia P. White; explains what the grant field is all about, how to find where the funds are and how to obtain project support, 1976, Plenum Press, 227 West 17th Street, New York, NY 10011. $19.50

Grantsmanship Center News, Timothy Saasta, ed.; wide-ranging journal of information and comment on grant and contract sources, provides useful information on dealing with federal agencies and foundations, 6 times/year, The Grantsmanship Center, 1015 West Olympic Blvd., Los Angeles, CA 90015. $15.00 (year, $27.00,

Guide to Grants, by Milton K. Erway and Edward J. Murphy; designed to lead grant seeker through basic steps in the grant funding process, includes development of project, identifying funding sources, proposal writing, and grant administration, Southern Connecticut State College Foundation, P. O. Box 3144, New Haven, CT 06515. $5.00

Higher Education and National Affairs, Frank Skinner, ed.; current data on federal activities in the higher education field, information on legislative actions affecting educational systems and institutions, issued 40 times, year, American Council on Education, One DuPont Circle, N.W., Suite 800, Washington, DC 20036. Quota for each member institution or $30.00 year single subscription.

How to Get Government Grants, by Philip Des Marais; describes how an institution should go about securing governmental grants, identification of programs and sources of funds, provides a plan to develop proposals, 1975, Public Service Materials Center, 355 Lexington Avenue, New York, NY 10007, or Capitol Publications, Inc., 2430 Pennsylvania Avenue, N.W., Washington, DC 20037. $13.50

How to Get Your Fair Share of Foundation Grants, Manning Patillo, Jr., Robert F. Semple, Martha R. Wallace, others; learning from the experts about the grant winning process, Public Service Materials Center, 355 Lexington Avenue, New York, NY 10017. $12.00

How to Prepare a Research Proposal, by David R. Krathwohl; describes the proposal format preferred by U.S. Office of Education, checklist to analyze a proposal's strength and weakness, 1966, Syracuse University Bookstore, Syracuse, NY 13210. $2.95

How to Write Successful Foundation Presentation, by Joseph Dermer; examples of actual grant-winning presentations, new section on securing grants for buildings and renovations, successful appointment letters, 1975, Public Service Materials Center, 355 Lexington Avenue, New York, NY 10017. $8.95

Ideas Plus Dollars: Research Methodology and Funding, by Harold Zallen and Eugenia M. Zallen; from the generation of an idea to the total review process, selecting funding source, use of consultants, foundation funding, legal considerations, 1976, Academic World, Inc., P.O. Drawer 2790, Norman, OK 73069. $15.75.

Medical Research Funding Bulletin, announcements of federal, association and foundation grants and contracts in the health sciences, particular focus on NIH programs, three issues/month, Science Support Center, P.O. Box 587, Bronxville, NY 10708. $25.00/year

The Proposal Writer's Swipe File, Jean Brodsky, ed.; contains twelve professionally written model grant proposals-prototypes of approaches, styles and structures, 1973, Taft Products, Inc., 1000 Vermont Avenue, N.W., Washington, DC 20005. $5.00

FORMS AND INSTRUCTOR CONTRACT

Compiled By Julie VanderMel-Tack

Program Director

FORMS AND FIELD INSTRUCTOR CONTRACT

The purpose of the "Agency Listing" form is to provide a comprehensive list of schools, agencies and associations who have contact with families of the developmentally disabled. Your local phone book is an excellent resource in completing this list. This "Agency Listing" must be completed and the number of brochures to be sent to the Delta College office to enable the office to send a specific number to target agencies.

A second form which should be returned to the Delta College office just prior to the first program meeting is the "Recruitment Activities" form. This form is necessary for a log of an instructor's recruitment. It is of vital importance that the agencies listed on this form be personally contacted either by phone or in person. The top portion of this form logs the number of radio and television stations contacted as well as the number of posters and brochures distributed. These recruitment techniques included are of key importance to a successful "Parent Awareness" program.

The "Speaker - Film Schedule" must be completed two to three weeks after the instructor training workshop to allow for this information to be included on the weekly program reminder cards which will be sent to participants homes preceding each presentation.

All participants must sign the "Attendance Sheet" at each program that is offered. This form is the only record of attendance and actual program presentation that exists. The original signatures must be sent to the Delta office to enable us to compile the program statistics which are helpful to all persons involved in parent education.

The field instructor is also responsible for encouraging all program participants to fill out the "Program Information Sheet." Only parents of children with developmental disabilities need fill out page two, which will be separated from the first sheet upon receipt at the Delta office to ensure confidentiality.

Three separate "How Can We Help You" forms; which pertain to developmental disabilities, parenting skills and lifetime planning issues, are intended for primary use by the field instructor to tailor the program to the specific needs of the group attending. Returning these forms to the Delta office after you (the instructor) have made use of them assists the grant personnel to further develop materials based upon the needs expressed.

A "Mailing Address" form is provided to enable parents and family members to freely give their name and address to the Delta office. This is a confidential mailing list which will be used solely for the purpose of sending weekly reminder postcards for the program or subsequent programs.

Two forms which are last but not least are the "Participant Program Evaluation" and the "Instructor Program Evaluation" which may be completed near the end of the program. This vital information and constructive criticism form is the basis for program changes, additions, and discontinuations. (A schedule for the return of forms is on page .)

At the instructor training workshop the instructor from target counties will be asked to sign a contract which details the precise number of hours to be worked, the rate of pay, the grant's accountabilities to the instructor and the instructor's specific accountabilities to the grant. This contract marks the official hire of the "Parent Awareness" field instructor.

AGENCY LISTING

Thank you for assisting us in contacting participants for the "Parent Awareness Program." Below are listed some community services, agencies, organizations, etc. we have found helpful in the past. The remaining spaces are for any others you may know of in your community who have contact with families of Developmentally Disabled persons.

Please return these names and addresses to the Delta office immediately.

* *

INTERMEDIATE SCHOOL DISTRICT

Name

Address

City Zip

Phone # OF BROCHURES NEEDED

ASSOCIATION FOR RETARDED CITIZENS

Name

Address

City Zip

Phone # OF BROCHURES NEEDED

REGIONAL INTERAGENCY COORDINATING COMM.

Name

Address

City Zip

Phone # OF BROCHURES NEEDED

COMMUNITY MENTAL HEALTH

Name

Address

City Zip

Phone # OF BROCHURES NEEDED

AGENCY/SERVICE/OTHER

Name

Address

City Zip

Phone # OF BROCHURES NEEDED

AGENCY/SERVICE/OTHER

Name

Address

City Zip

Phone # OF BROCHURES NEEDED

DELTA COLLEGE

STATEWIDE *Parent Awareness* PROGRAM
COMMUNITY AFFAIRS - ALLIED HEALTH
UNIVERSITY CENTER, MI 48710
(517) 686-9539

INSTRUCTOR RECRUITMENT ACTIVITIES 1984-85

Name: _____

Date: _____

County: _____

Phone: _____

Step One: Advertising

	Number	Name of Agency or Service
Television spots	_____	_____
Radio spots.	_____	_____
Newspaper.	_____	_____
Posters used	_____	_____
Brochures used	_____	_____
Other _____		

Step Two: Personal and/or Phone Contact

	Personal Contact (date)	Phone Contact (date)
Regional Interagency Coordinating Committee . . .	_____	_____
Intermediate School Districts	_____	_____
Parent groups (ARC's, etc.)	_____	_____
Community Mental Health	_____	_____
Colleges or universities.	_____	_____
Department of Social Services	_____	_____
Headstart - Handicapped Services.	_____	_____
Protection and Advocacy	_____	_____
Project Find Coordinator.	_____	_____
Other (Speaking Engagement, etc.) _____		

DELTA COLLEGE

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UNIVERSITY CENTER, MI 48710
(517) 686-9539

SPEAKER - FILM SCHEDULE

This form is to help you line up films and speakers to assist you in your program presentations. It is also for grant audit purposes to document support for the Parent Awareness Program from the communities who have benefited from and contributed to the program. Unfortunately, due to budget restrictions, we are unable to make reimbursements for this support.

* *

SPEAKER NAME _____

TOPIC COVERED _____

DATE _____

FEE SPEAKER WOULD USUALLY CHARGE:

_____

SPEAKER NAME _____

TOPIC COVERED _____

DATE _____

FEE SPEAKER WOULD USUALLY CHARGE:

_____

* *

FILM USED _____

DATE _____

FEE USUALLY CHARGED FOR USE OF FILM, A/V EQUIP, ETC.: _____

FILM USED _____

DATE _____

FEE USUALLY CHARGED FOR USE OF FILM, A/V EQUIP, ETC.: _____

* *

RETURN THIS FORM WITHIN ONE WEEK FOLLOWING THE WORKSHOP TO:

DELTA COLLEGE

STATEWIDE *Parent Awareness* PROGRAM
COMMUNITY AFFAIRS - ALLIED HEALTH
UNIVERSITY CENTER, MI 48710
(517) 686-9539

Date:_____ County:_____

ATTENDANCE SHEET 1984-85

TOPIC:_____ GUEST SPEAKER/FILM_____

* * * \

COUNTY: _____

PROGRAM INFORMATION SHEET

(Please Print)

NAME: _____

STREET: _____

CITY: _____ ZIP: _____ PHONE: _____

Please check the title that applies:

( ) Parent

( ) Legal Guardian

( ) Foster Parent

( ) Foster Grandparent

( ) Other Family Member

( ) Service Provider (name of organization/agency, etc.)

_____

( ) Other _____

Where did you hear about the Parent Awareness Program?

( ) Radio ( ) Television

( ) Newspaper ( ) Posters or Brochures

( ) Another Parent of Professional

( ) Other _____

I have read over the Delta College Parent Awareness topic outline and I agree to participate in the "Parent Awareness" program. I understand that any personal information about myself or my child will be kept anonymous and/or confidential.

Signed _____

DELTA COLLEGE

STATEWIDE *Parent Awareness* PROGRAM
COMMUNITY AFFAIRS - ALLIED HEALTH
UNIVERSITY CENTER, MI 48710
(517) 686-9539

COUNTY: _____

PARENT - SON/DAUGHTER

1. Please indicate the age of your son/daughter.

( )	0-2 years old	( )	18-21 years old
( )	3-6 years old	( )	22-25 years old
( )	7-17 years old	( )	26-59 years old

2. Please indicate YOUR age.

( )	Under 20 years of age		
( )	21-30	( )	41-50
( )	31-40	( )	51 and older

3. Please indicate the sex of your son/daughter.

( ) Female
( ) Male

4. Please indicate YOUR sex.

( ) Female
( ) Male

5. Please indicate the nature of your son's/daughter's disability or impairment.

( ) Severely Mentally Impaired (SMI)
( ) Trainable Mentally Impaired (TMI)
( ) Educable Mentally Impaired (EMI)
( ) Epilepsy
( ) Cerebral Palsy (CP)
( ) Autism or Emotionally Impaired (EI)
( ) Learning Disabled

6. Primary interest or learning goals for this program.

( ) Current Legal Actions and Implications
( ) Parent Skills
( ) Personal Growth
( ) Causes and Types of Developmental Disabilities
( ) Life Span Planning for Developmental Disabled Persons
( ) Other: _____

DELTA COLLEGE

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COMMUNITY AFFAIRS - ALLIED HEALTH
UNIVERSITY CENTER, MI 48710
(517) 686-9539

County: _____

MAILING LIST 1984-85

Please complete if you wish to receive weekly notices stating the topic and discussion of each local Parent Awareness meeting. This is a confidential mailing list which will not be released from the Parent Awareness Grant Office.

PLEASE PRINT

NAME: _____	NAME: _____
NO./STREET: _____	NO./STREET: _____
CITY/STATE/ZIP: _____	CITY/STATE/ZIP: _____
NAME: _____	NAME: _____
NO./STREET: _____	NO./STREET: _____
CITY/STATE/ZIP: _____	CITY/STATE/ZIP: _____
NAME: _____	NAME: _____
NO./STREET: _____	NO./STREET: _____
CITY/STATE/ZIP: _____	CITY/STATE/ZIP: _____
NAME: _____	NAME: _____
NO./STREET: _____	NO./STREET: _____
CITY/STATE/ZIP: _____	CITY/STATE/ZIP: _____
NAME: _____	NAME: _____
NO./STREET: _____	NO./STREET: _____
CITY/STATE/ZIP: _____	CITY/STATE/ZIP: _____
NAME: _____	NAME: _____
NO./STREET: _____	NO./STREET: _____
CITY/STATE/ZIP: _____	CITY/STATE/ZIP: _____
NAME: _____	NAME: _____
NO./STREET: _____	NO./STREET: _____
CITY/STATE/ZIP: _____	CITY/STATE/ZIP: _____

STATEWIDE *Parent Awareness* PROGRAM
COMMUNITY AFFAIRS · ALLIED HEALTH
UNIVERSITY CENTER, MI 48710
(517) 686-9539

County:-_____

PARTICIPANT PROGRAM EVALUATION

Your feedback is greatly appreciated to assist us with the continued improvement of this program.

1. The program helped me to understand and/or communicate more effectively with professionals.

1	2	3	4	5
strongly disagree				strongly agree

2. The length of the program was adequate for me to understand the information.

1	2	3	4	5
SD				SA

3. The instructor covered information appropriate to my needs.

1	2	3	4	5
SD				SA

4. The information presented during the program seemed to have improved my ability to understand and assist my son/daughter.

1	2	3	4	5
SD				SA

5. The instructor answered questions and stimulated class discussion.

1	2	3	4	5
SD				SA

6. What did you like most about the program?

_____

_____

_____

7. What did you like least about the program?

_____

_____

_____

8. What are your suggestions for improving the program?

_____

_____

(use back of page for additional comments)

STATEWIDE *Parent Awareness* PROGRAM
COMMUNITY AFFAIRS - ALLIED HEALTH
UNIVERSITY CENTER, MI 48710
(517) 686-9539

INSTRUCTOR PROGRAM EVALUATION

1984-85

1. Did the instructor workshop prepare you to use the Parent Awareness materials?

1	2	3	4	5
Poor		Good		Excellent

Comments: _____

_____

2. Was the Instructor Manual helpful in planning weekly presentations?

1	2	3	4	5
Poor		Good		Excellent

Comments: _____

_____

3. Did the manual on Developmental Disabilities adequately cover the topics?

1	2	3	4	5
Poor		Good		Excellent

Comments: _____

_____

4. Did the manual on Parenting Skills adequately cover the topics?

1	2	3	4	5
Poor		Good		Excellent

Comments: _____

_____

5. Did the manual on Lifetime Planning Adequately cover the topics?

1	2	3	4	5
Poor		Good		Excellent

Comments: _____

_____

DELTA COLLEGE

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6. Did you receive the necessary support from the Delta College personnel (additional program materials, mailings, etc.)?

1	2	3	4	5
Poor		Good		Excellent

Comments: _____

_____

7. Please include a short narrative concerning program strengths and/or weaknesses. Suggest changes or additions if necessary.

DELTA COLLEGE

STATEWIDE *Parent Awareness* PROGRAM
COMMUNITY AFFAIRS - ALLIED HEALTH
UNIVERSITY CENTER, MI 48710
(517) 686-9539

INSTRUCTOR GUIDELINES

(SCHEDULE FOLLOWING INSTRUCTOR WORKSHOP)

1. IMMEDIATELY AFTER THE WORKSHOP:

____ Phone calls and personal visits to local agencies, services, parent groups, etc. that are directly involved with developmental disabilities, especially ISD'S, CMH'S, ARC'S, and DSS.

____ Record any orders for program brochures on the "Agency Listing" form (received from local contact person) and return to the Delta office.

____ Contact local media for public service announcements.

2. AT COMPLETION OF RECRUITMENT PHASE:

____ Fill out and send to the Delta office the "Instructor Recruitment Activities" form. (ads, radio spots, brochure dispersement, etc.)

____ Send to the Delta office examples of articles and other media coverage.

3. BEFORE MEETING #1:

____ Set up schedule for film presentations and local speakers (to discuss specific topics and/or answer parent questions).

____ Fill out and send to the Delta office the "Speaker - Film Schedule" form 2 to 3 weeks after the Instructor Training Workshop so they can be listed on the initial program brochure.

____ Find an interested person who can serve as a substitute for the instructor in case of illness or an emergency.

____ Find out the usual procedure in your area for cancellation of a class. Keep the local radio station phone number handy. Please notify the Delta office also.

____ Sections in any of the manuals can be highlighted to be used for lecture notes, reference, and/or discussion.

4. MEETING #1:

____ Have all participants sign the "Attendance Sheet" and fill out the "Program Information Sheet". (Only parents of children with developmental disabilities need fill out page 2, which will be separated from the first sheet upon receipt at the Delta office and all information will be kept confidential).

____ "How Can We Help You" form to be filled out be parents for use by the instructor to analyze the class make up for use in emphasizing specific topics. Example: A high number of parents having behavior problems with their developmentally disabled child - instructor may want to spend more time on the management of behavior. These forms are to be sent in to the Delta office after the last program meeting.

5. AFTER MEETING #1 THROUGH PROGRAM END:

____ IMPORTANT!! IMMEDIATELY after each meeting send the "Attendance Sheets" (original, not a copy) and the"Program Information Sheets" to the Delta office.

____ If a new participant attends any time after the first meeting, make sure they fill out a "Program Information Sheet" and return it along with that weeks "Attendance Sheet." Also , encourage completion of Mailing List information.

____ Send in to the Delta office all checks, money orders, and receipts for program materials.

6. LAST TWO TO THREE MEETINGS:

____ Have all program participants fill out a "Participant Program Evaluation" form and return them to the Delta office with the Other weekly forms.

7. AFTER THE LAST MEETING:

____ Fill out the "Instructor Program Evaluation" form and return it to the Delta office within ONE week.

PLEASE FEEL FREE TO SEEK ASSISTANCE FROM THE DELTA STAFF ANYTIME (8 - 4:30)

DIRECTOR	JULIE VANDERMEL-TACK .	.(517) 686-9538
ASSISTANT DIRECTOR/CURRICULUM DEVELOPMENT SPECIALIST. . . .	MARCIA NUNN	686-9364
ADMINISTRATIVE SECRETARY. . . .	FAY PELTON	686-9538
SENIOR SECRETARY	EMILY HEIL	686-9342

CONTRACT FOR FIELD INSTRUCTOR

The Delta College Parent Awareness Project (Grant number 84170) contracts with _____ to:

- Provide local assistance to the Parent Awareness Program staff in establishing local sites, recruiting families, and collecting material fees and data from a _____ program for families/legal guardians of developmentally disabled children, adolescents, and adults.

The Delta College Parent Awareness Project will provide:

- Experienced personnel to conduct a six to eight hour instructor training workshop.
- An instructor training manual.
- Advertising brochures, posters, and weekly reminder postcards.
- Four parent manuals.
- Necessary forms for evaluation, attendance, and program monitoring.

The Field Instructor _____ will receive a fee of _____upon completion of:

- One six-to-eight-hour training workshop on procedure for use of the Parent Awareness Instructor Training Manual.
- Local recruitment activities (i.e. local advertising media; phone or personal contacts with local schools, agencies, and parent organizations; and assisting in the distribution of advertising brochures and posters throughout the local community.
- A summary of recruitment activities submitted to the Delta College Parent Awareness staff.
- Forms (Attendance; Program Information Sheet-Parent,Son/Daughter; Mailing List) submitted to the Delta College Parent Awareness staff after the initial organizational meeting.

- A _____ informational program as outlined at the Instructor Training Workshop.

- Weekly Attendance Sheets and Mailing Lists signed by the program participants, submitted to the Delta College Parent Awareness staff immediately following each program session.

- Receipts and checks/money orders for program materials purchased by parents and/or legal guardians.

- Participant and Instructor Program Evaluation forms to be submitted to the Delta College Parent Awareness staff within one week of the completion of the last meeting.

_____ _____
Director, Parent Awareness Program Date

_____ _____
Vice-President, Business Affairs Date
Delta College

_____ _____
Field Instructor Date

PRESENTATION CONSIDERATIONS
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